

# Supporting English as an Additional Language (EAL) Learners in Physical Education



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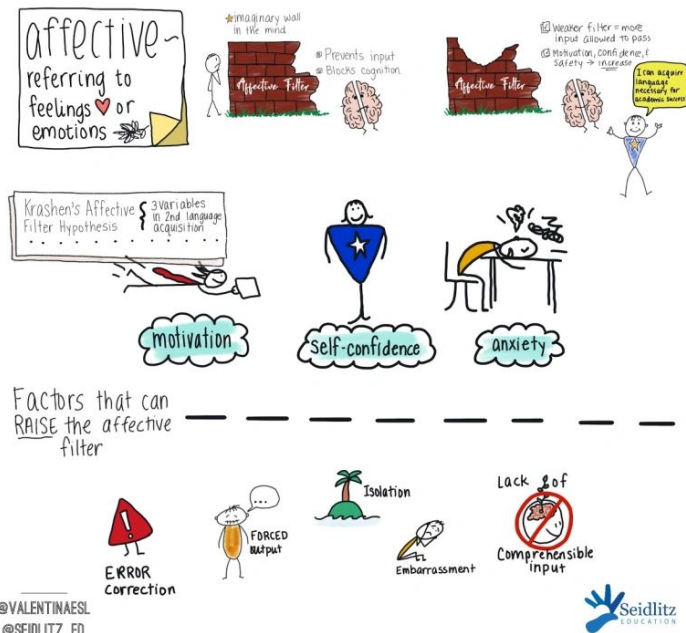
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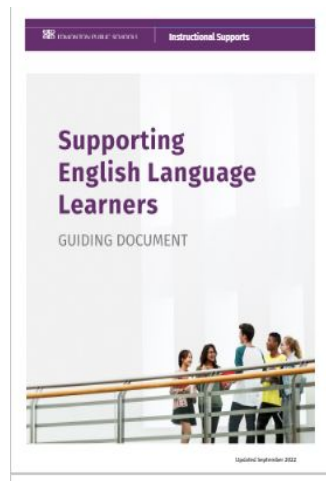
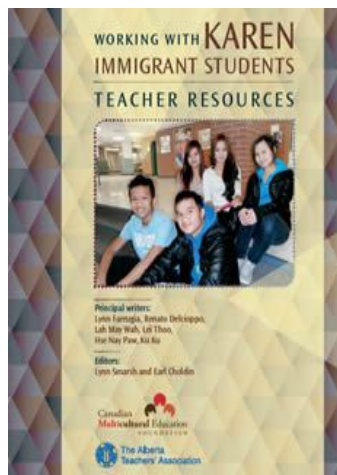
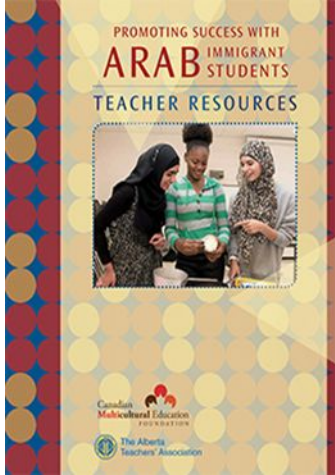
**The Consortium**  
Alberta Professional Learning Consortium

- Introductions
- EAL Foundational Knowledge
- Strategies to support EAL students in Physical Education
- Resources

What is the **Affective Filter**?  
 Why is it **Important** in the **CLASSROOM**?



...physical education (PE) setting, activities are generally kinesthetic and participatory in nature (Murata & Maeda, 2002); therefore, physical educators are uniquely positioned to create a low-anxiety and receptive atmosphere that supports ELL students' English language acquisition (Clancy & Hruska, 2005)



**Handle with care**  
 The importance of learning,  
 respecting and uplifting names

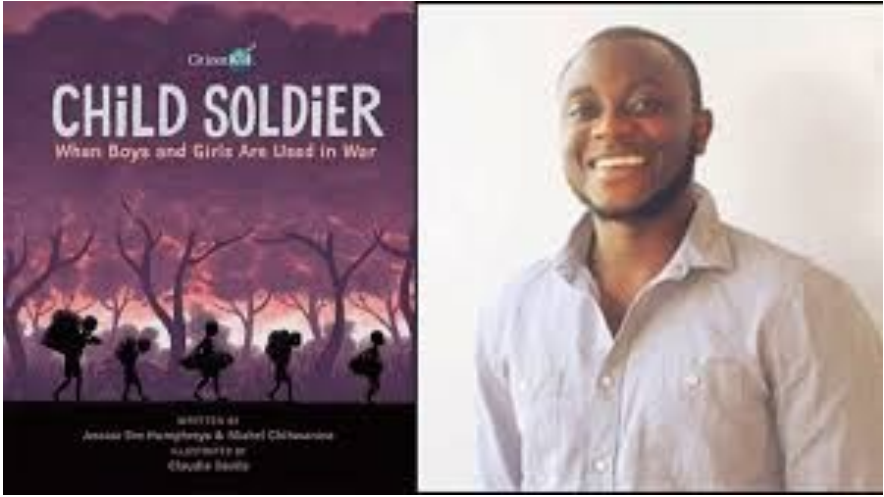
**Lynn Farrugia**  
 Program Co-ordinator, Intercultural Services,  
 Edmonton Public Schools

**Melissa Purcell**  
 Executive Staff Officer, Indigenous Education, ATA



# Wonders?



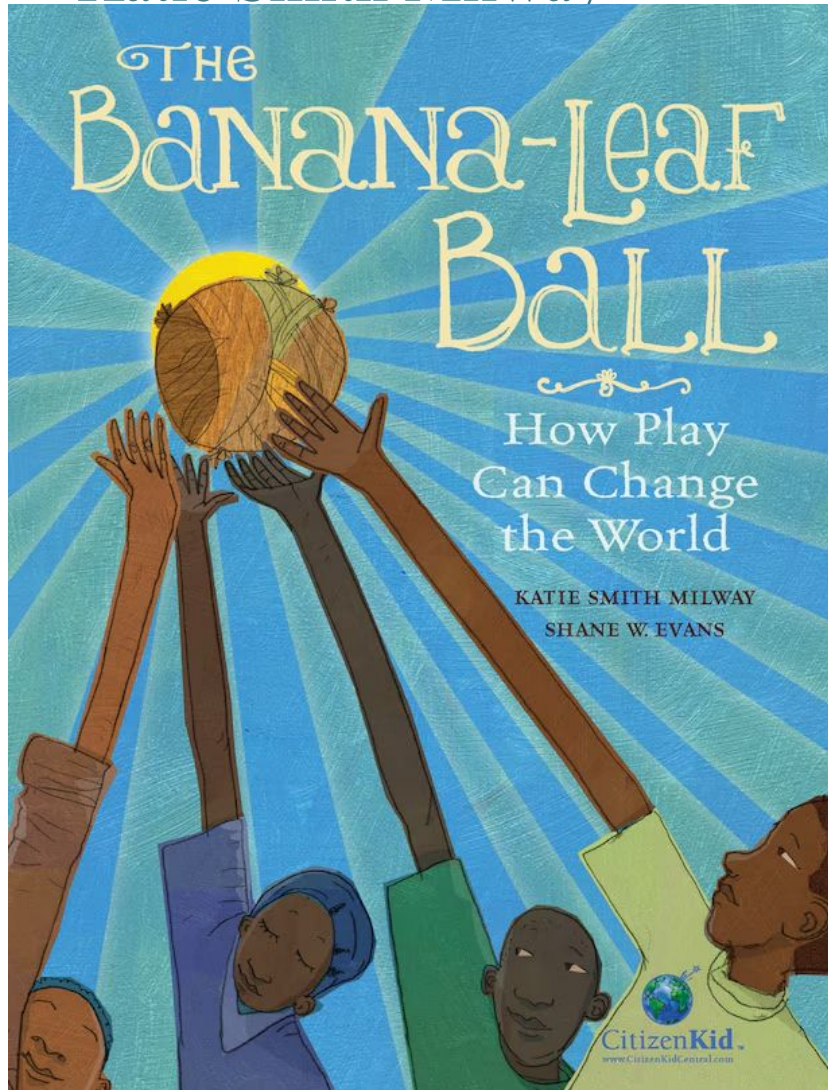


Michel Chikwanine | Former Child Soldier



# The Banana-Leaf Ball: How Play Can Change the World

Katie Smith Milway



Separated from his family when they were forced to flee their home, a young East African boy named Deo lives alone in the Lukole refugee camp in Tanzania. With scarce resources at the camp, bullies have formed gangs to steal what they can, and a leader named Remy has begun targeting Deo. Then one day a coach gathers all the children to play soccer. Though Deo loves soccer and has even made his own ball out of banana leaves, he's unsure at first about joining in when he sees Remy on the field. But as Deo and the other boys get drawn into the game, everything begins to change. Their shared joy in playing provides the children --- including Remy --- with a sense of belonging. "Ball by ball, practice by practice, children who were once afraid of each other laugh together," the book explains, and "no one feels so alone anymore."

**"The English language development of EAL learners is a shared responsibility of all educators. Teachers should be aware of the unique linguistic demands of the subject matter they teach, and the vocabulary and language forms and functions students require to learn the Alberta curriculum. EAL learners need explicit language instruction and guided support to listen, speak, read, and write for a variety of purposes in the formats associated with each subject area."**

-Alberta K-12 English as an Additional Language (EAL)  
Proficiency Benchmarks - p. 4



- Moral Imperative
- Can't learn through osmosis

# Acronyms

Raise your hand if you've ever seriously considered retiring from teaching because you can't keep the annual acronym changes straight.



your  cards  
someecards.com

**EAL:** English as an Additional Language

**ELL:** English language learner (student)

**EL:** English Learner (student)

**ESL:** English as a Second Language (programming)

**LFS:** Limited Formal Schooling

**L1:** First language

**L2:** Second Language

**ELP:** English Language Proficiency

**ELD:** English Language Development

**LEP:** Limited English Proficiency

**CLD:** Culturally and Linguistically Diverse

**MLL:** Multilingual Learner

**EB:** Emergent Bilingual

# Know Your Students

- Age upon arrival
- Where are your EAL students from county, journey, culture?
- Language(s) spoken, heard, read, written?
- Health history?
- Family make up?
- How long have they been here in Canadian schools?
- What is their educational background?
- Do any of them have limited formal or interrupted education?
- Are there any Canadian Born EAL students in your schools?
- Their English as an Additional Language Proficiency Benchmark Level (Benchmarks 2.0)

# Language Proficiency

Dr. Jim Cummins

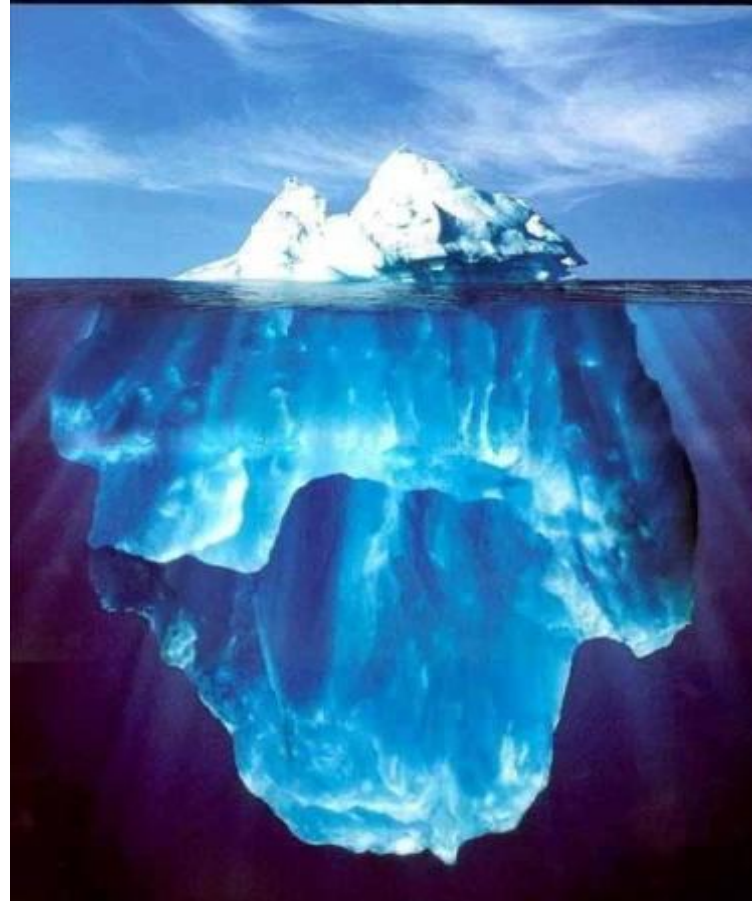
1984 University of Toronto

BICS

Basic Interpersonal Communication  
Skills

CALP

Cognitive Academic Language  
(Linguistic) Proficiency



# Cummins' BICS and CALP

## **BICS**

Basic Interpersonal Communication Skills

- takes 1 or 2 years to acquire
- social language
- high-frequency vocabulary
- simple language structures
- context embedded  
(e.g., meanings are concrete and supported by extra-linguistic cues such as gestures, objects and actions)
- Concrete contexts
- Often low-pressure situations

## **CALP**

Cognitive Academic Linguistic Proficiency

- takes 5 to 10 years to acquire
- academic language
- low-frequency vocabulary
- complex language structures
- context reduced  
(e.g., meanings are abstract so extra-linguistic cues are not readily available and must be constructed through scaffolded language)
- abstract contexts
- Often high-pressure situations

# Proficiency Level Descriptions

	<b>A</b> Emerging Literacy	<b>B</b> Emerging Literacy	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Pre-K-K	A	B	1					
Grade 1	A	B	1	2				
Grades 2-3	A	B	1	2	3			
Grades 4-6	A	B	1	2	3	4		
Grades 7-9	A	B	1	2	3	4	5	
Grades 10-12	A	B	1	2	3	4	5	6

**Beginner**

**Intermediate**

**Advanced**

## Characteristics of EAL Learners

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre-K-K	A	B	1					
Grade 1	A	B	1	2				
Grades 2-3	A	B	1	2	3			
Grades 4-6	A	B	1	2	3	4		
Grades 7-9	A	B	1	2	3	4	5	
Grades 10-12	A	B	1	2	3	4	5	6

Beginner
Intermediate
Advanced

EAL learners require different organizational and instructional supports based on their proficiency levels. Understanding possible general characteristics of EAL learners at each level of English language proficiency helps school staff to make decisions about what organizational, instructional, and resource options are most appropriate. The following chart shows some possible characteristics of EAL learners working at each of the eight levels of English language proficiency as described in [Benchmarks 2.0](#). Some characteristics are more representative for students at specific grade levels.

Level A	Level B	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• New to English</li> <li>• May have interrupted access to education</li> <li>• May have early literacy in their home language</li> <li>• May go through a silent period or cultural adjustment</li> <li>• Limited awareness of school organization or culture</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no exposure to English instruction</li> <li>• May have interrupted access to education</li> <li>• May have emerging literacy in their home language</li> </ul>	<ul style="list-style-type: none"> <li>• May have some prior English instruction</li> <li>• May have received support for English literacy development due to gaps in schooling</li> <li>• May be literate in their home language(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Some previous schooling and prior English instruction</li> <li>• May have been in Canada for some time with academic language gaps</li> <li>• Conversational English close to fluency</li> <li>• Age-appropriate literacy in home language(s)</li> <li>• Grade 1 advanced English level</li> </ul>	<ul style="list-style-type: none"> <li>• May have studied English in home country</li> <li>• Reading aloud fluently</li> <li>• Reading comprehension approaching grade-level with scaffolding, vocabulary instruction, and extra time</li> <li>• Grade-level in conversational English</li> <li>• Grades 2-3 advanced English level</li> </ul>	<ul style="list-style-type: none"> <li>• May have studied in English for several years (International or Canadian schools)</li> <li>• Academic oral proficiency is approaching fluency</li> <li>• Writing approaching grade-level with scaffolding, vocabulary instruction, and extra time</li> <li>• Grades 4-6 advanced English level</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency in social and academic listening and speaking</li> <li>• Reading and writing at grade-level in a variety of familiar contexts with scaffolding, direct instruction, and extra time</li> <li>• Grades 7-9 advanced English level</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 10-12 advanced English level</li> <li>• Reading and writing at grade-level in a variety of new academic contexts with explicit instruction to understand low-frequency academic vocabulary in all subject areas, literature and cultural references, word choices, and advanced grammatical structures</li> </ul>

# Content Objectives **AND** Language Objectives

- Students can also demonstrate comprehension of verbal commands through visible expression or by active involvement with language skills (e.g., listening, speaking, reading, writing, or a combination of skills). Clancy and Hruska (2005) suggested incorporating language skill objectives in physical education content. For example, when students listen carefully to the teacher or peers describe a specific locomotor skill, then demonstrate it, they are practicing their listening skill. While it may sound simple, many ELLs need sufficient time to process the teacher's questions or directions and mentally translate it into their first language before they can perform the skill. To reinforce speaking skills, students can repeat rules and directions before working out with a partner and offer feedback to one another.

They can also demonstrate two- to three-step oral directions and state simple one- or two-word movement elements (e.g., jump, stretch).

**Listening (receptive)**  
**Speaking (expressive)**

# Handy Hints



- Do not assume prior knowledge
- Use culturally relevant sports, games and activities throughout the year (course) and not just soccer (football)!
- Connect with the students' other teachers
- Be aware of faith or cultural challenges, but don't assume all are the same (faith/cultural garments, dance, music, swimming)

# Essential Question

**What is the “common language” in physical education environments?**



# Strategies To Support EAL Students

- Visuals
- Signals (cues)
- Total Physical Response (TPR)
- Demonstrations
- Consistency
- Academic vocabulary



# Visuals

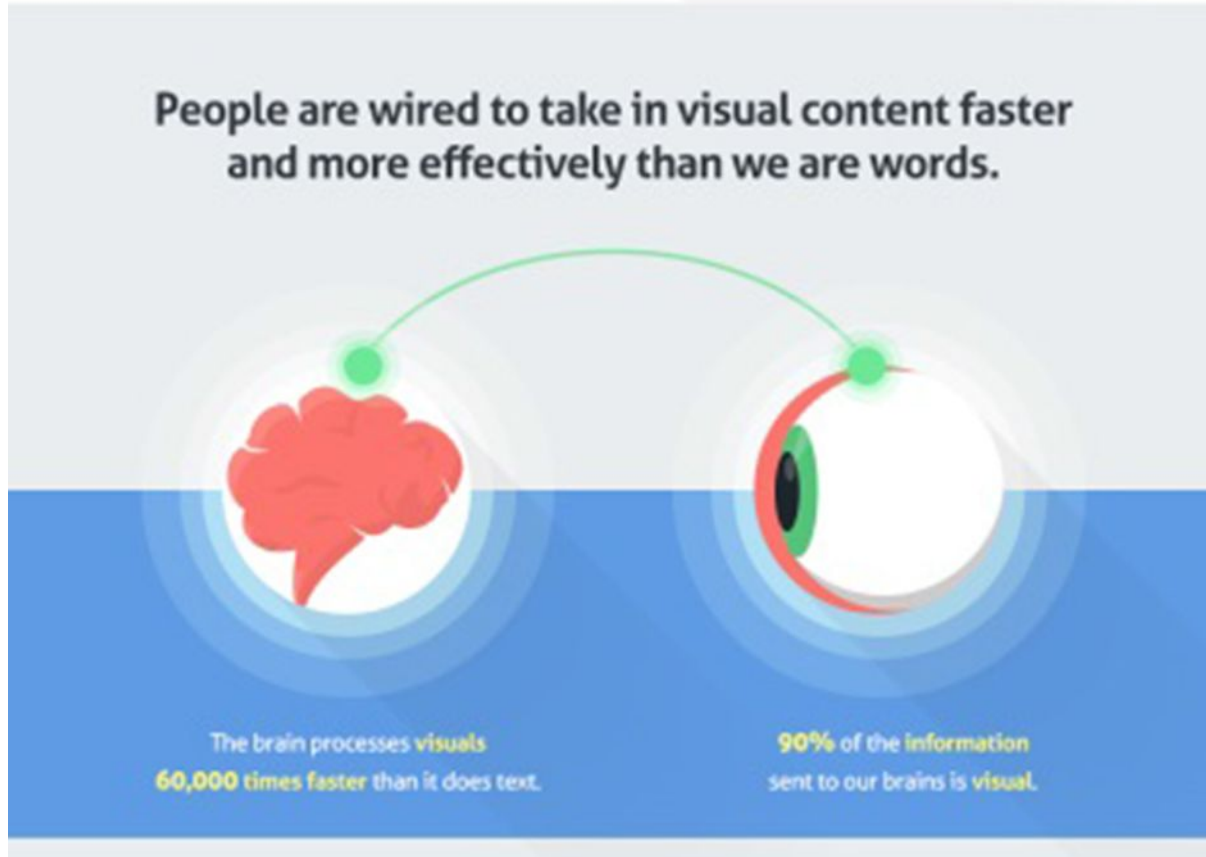


- Miming
- The Picture Exchange Communication System®, or PECS®
- GIFs
- memes
- videos
- Video clips on loops
- Symbols
- Photographs



## Colour VS Black and White

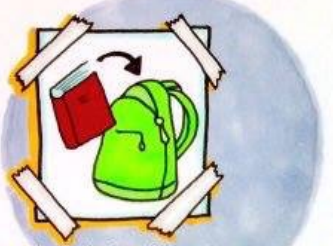
A study from MIT has actually shown that exposure to study materials that are coloured leads to improvement of up to 10% when compared to results from black and white study materials. They say colour actually increases *“the chances of environmental stimuli to be encoded, stored, and retrieved successfully”*. [1:2]



# 9 REASONS TO USE VISUALS

www.northstarpaths.com

@kwiens62



• VISUALS ARE PERMANENT  
(SPOKEN WORDS DISAPPEAR)



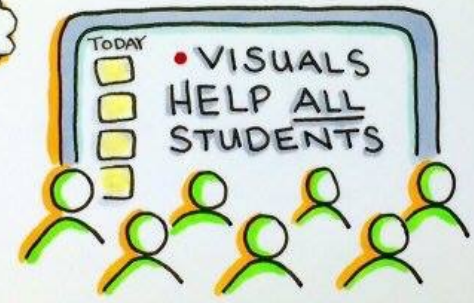
• VISUALS ALLOW TIME  
FOR LANGUAGE PROCESSING



• VISUALS PREPARE  
STUDENTS FOR TRANSITIONS



• VISUALS HELP KIDS  
SEE WHAT YOU MEAN



• VISUALS HELP ALL  
STUDENTS



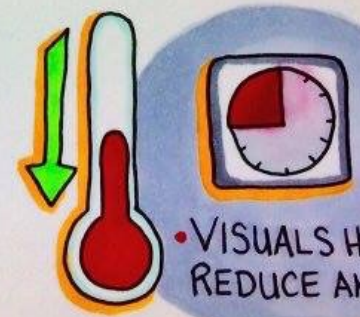
• VISUALS HELP  
BUILD INDEPENDENCE



• VISUALS ARE TRANSFERABLE  
BETWEEN ENVIRONMENTS  
AND PEOPLE



• VISUALS HAVE NO ATTITUDE  
• NO TONE • NO FRUSTRATION  
• NO DISAPPROVAL



• VISUALS HELP  
REDUCE ANXIETY

Kristin Wiens 2017

A picture is worth a  
thousand words.

Unknown

BrainyQuote





# Basketball

Equipment

Location - Court

Play Example

basketball

An infographic titled "Basketball" is set against a blue background with a stylized basketball court pattern. It contains four main sections: 1. "Equipment" with an icon of a basketball and a hoop. 2. "Location - Court" with an icon of a basketball court. 3. "Play Example" with a photograph of three people playing basketball outdoors. 4. "basketball" with an icon of a basketball and a hoop.



# Ever Active Schools

[www.everactive.org](http://www.everactive.org)



**6**

## AIRPLANE BALANCE

Plant one foot on the ground while lifting the other back. Ensure you keep your shoulders and hips facing forward. Stretch your arms out to the side. Be sure to try the other side.

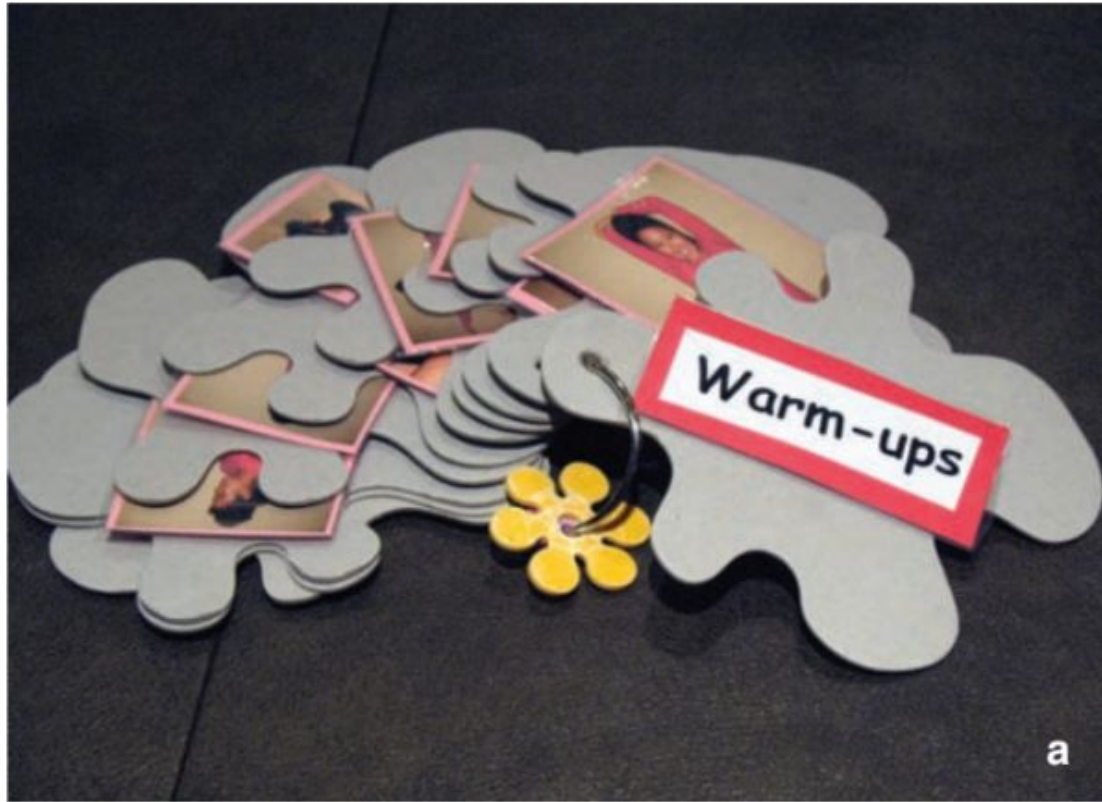
**9**

SHAPE SAFARI

## CAT AND COW

**C**

[WWW.EVERACTIVE.ORG](http://WWW.EVERACTIVE.ORG)



**Figure 3 (a & b).**  
**Visuals on Rings**

The designated student utilizes these visual warm-up stretches to lead the class in the daily stretch activity. For example, the leader takes each visual, looks at it, reads the warm-up activity on the card aloud, and demonstrates the stretch while leading their peers. This helps guide students in learning the names of all warm-up stretches, and how to properly perform them independently or with a classmate without constant requests for adult assistance.

# Signals / Cues

- Hand gestures
- Auditory – whistle, words or phrases (mic)





**STOP** – sit down or take a knee – for some reason this always helps everyone quiet down and focus, it also allows everyone to see the teacher if they are standing up

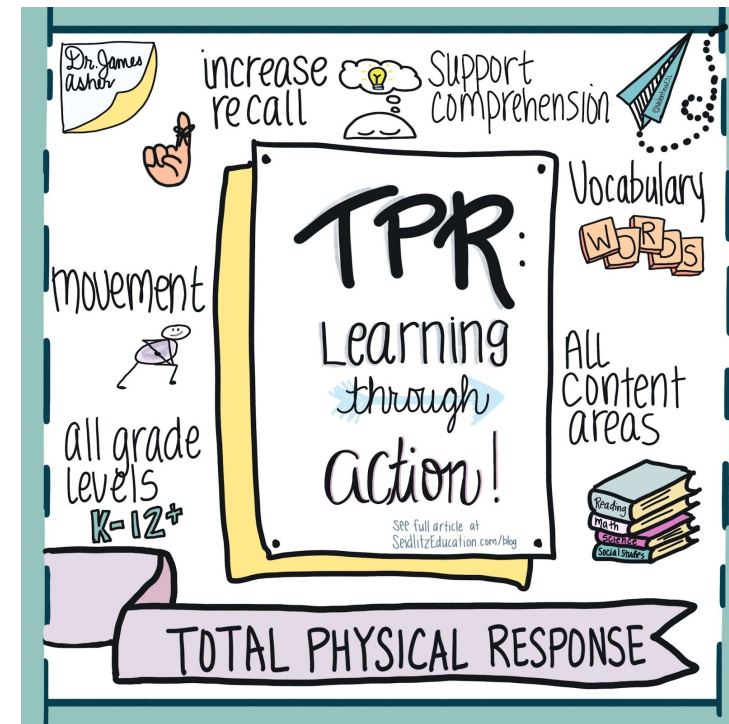
**DROP** – if you have equipment place it on the ground

**LISTEN** – this means students are not talking to their friends, if they are talking after the signal give them a verbal warning before moving on

# Total Physical Response TPR

It's a way of helping students learn a language through physical actions.

What TPR is:	What TPR is Not:
<ul style="list-style-type: none"><li>•Incorporating motion with learning language</li><li>•An alternative to translation</li><li>•Student centered</li><li>•Versatile (used in any content areas/grade level)</li></ul>	<ul style="list-style-type: none"><li>•A list of vocabulary words to memorize</li><li>•A test at the end of the week</li><li>•Teacher centered</li><li>•Just for some content areas and grade levels</li></ul>



# TPR sequence:

**Step 1.** Students observe and listen as the teacher speaks and uses movements. The teacher may begin with one word when working with students at beginning levels of English proficiency.

- **Step 2.** Students begin to join in the movements and follow commands that the teacher is giving. The teacher uses repetition to support students with comprehension and recall. As students become more comfortable, the teacher adds new words and movements.
- **Step 3.** When students are ready, they will begin to add words to their movements. The teacher moves at the pace of the students, being careful not to overwhelm them with too many new words. The goal is that students are successful.

# Demonstrations/Modelling

- Teacher
- Games like “follow the leader” “I do, you do”
- Student – which student(s)?



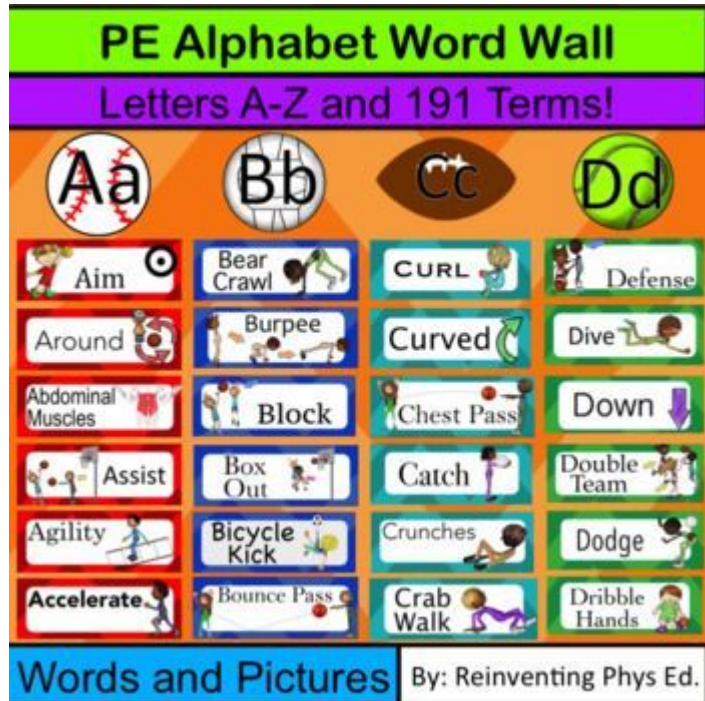
# Consistency

- Across all PE classes/teachers
- Predictable routines
- Refer to visuals regularly
- Especially important when new students join the class

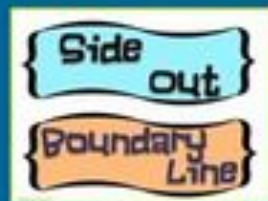
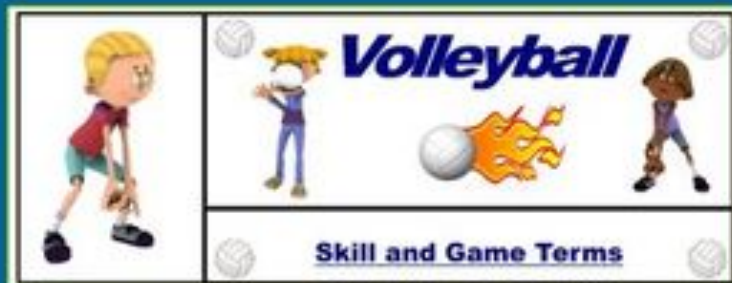


# Academic Content Area Vocabulary

- Word wall
- Help wall
- Program of studies vocabulary?



# Volleyball Word Wall Display Board



## Game and Skill Terms

Pathway: 

Locomotor: Skipping 

Speed: Fast 


Level: High 

Pathway: 


Locomotor: Sliding 


Speed: Medium 


Level: Medium 

Pathway: 

Locomotor: Crawl 


Speed: Slow 

Level: Low 

Pathway: 

Locomotor: Hop 

Speed: Slow 

Level: High 



E-BODY  
ENING  
h my ears.  
h my eyes.  
h my mouth.  
h my mind.  
h my heart.

**LAT**  
LEARNING TODAY?

We are learning about fleeing tactics in tag games.

**WHY**  
ARE WE LEARNING IT?

Knowing different tricks we can use to outplay tags can help us feel confident when we play!

**HOW**  
WILL I KNOW I HAVE LEARNED IT?

I can...  
I can list a few (2-4) fleeing tactics that I know.  
I can use a few (2-4) different fleeing tactics in games.

**RIGHT DECISIONS**

△ **GOOD**  
△ **BETTER**  
X **POOR**

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

**plickers 3**

01	02	03	04
05	06	07	08
09	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28

**WHAT GREAT COACHES DO!**

- Share their story.
- Set clear goals.
- Look for details.
- Give clear feedback.
- Seek to improve.

**MOVING ON MY FEET**

WALKING    JUMPING    RUNNING

WALKING: ... JUMPING: ... RUNNING: ...

**RUNNING**



QR code

✓ **NOT YET!**

✓ **GETTING THERE!**

✓ **GOT IT!**

✓ **WOW!**

**LEARNING ROADMAP**

WHAT WE'VE LEARNED	WHY WE'VE LEARNED IT	HOW WE'VE LEARNED IT	WHEN WE'VE LEARNED IT

100% progress counter

**A**

**B**

**C**

**D**

**E**

**F**

**TIENS SANA  
KORPORATIF  
SANO**

**FA**  
BEFORE  
**SA**

**G** **!**

# PE

## Rules

1. Respect teacher, classmates and equipment.
2. Freeze, look & listen.
3. Follow directions first time given.
4. Use equipment carefully and properly.
5. Keep hands feet and objects in yourself.
6. Handle and try your best.

## Discipline

- 1<sup>st</sup> Time: *Over Handed*  
 2<sup>nd</sup> Time: *Yell Out - Sit and Think*  
 Return to me and tell teacher which rule you did not follow.  
 3<sup>rd</sup> Time: *Yell Out*  
 Stay in Time Out the rest of class



## PE Word Wall

Introduction	Strength Training
Fitness	
Lesson Focus	
Isome	
Five Components Of Fitness	
Cardiorespiratory	
Endurance	Chest/ Pectoralis Major
Muscular	Wash/ External & Internal
Endurance	Obliques
Muscular	Lower Back/ Erector Spinae
Strength	Thighs (front)/ Quadriceps
Flexibility	Thighs (rear)/ Hamstrings
Body Composition	Calf/ Gastrocnemius & Soleus
Anatomical	Bottom/ Gluteus Maximus
Position	Shins/ Anterior Tibialis
Adduction	Middle Back/ Latissimus Dorsi
Abduction	Rear Arms/ Triceps
Flexion	Shoulders/ Anterior, Medial & Rear Deltoids
Extension	Front Arms/ Biceps
	Abdominal/ Rectus Abdominus
	Upper Back/ Trapezius
	Hip Flexors/ Thorax

# Resources

- [Keeping English Language Learners Engaged in Physical Education w/ Jennifer Smith | How We Teach](#)

- Click on this image for PE and Wellness resources



## Articles

[Using Visual Supports to Teach English Language Learners in Physical Education](#)

[Integrating Best Practices in ELL Classrooms with Quality Physical Education Instruction](#)



## The EAL Toolkit

### Home

- ✓ Welcoming EAL Students and Families
- ✓ Intake
- ✓ Understanding Language Acquisition
- ✓ Culturally Responsive Practices
- Planning for Language Development
- ✓ Language Routines
- Beginning Proficiency Newcomer Students
- Tech Tools
- ✓ Assessment
- ✓ Archived Pages



# The EAL Toolkit

## Strategies and Resources for Teachers



## Welcome to the EAL Toolkit!

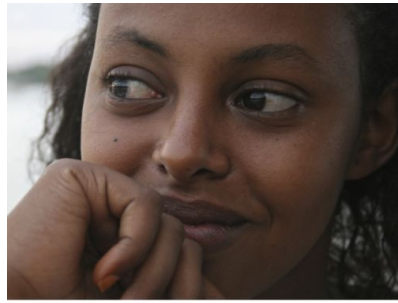
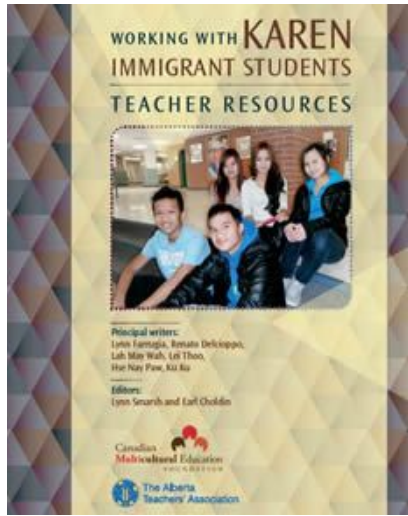
If you were looking for the " ERLC Supporting English Language Learners" website, you are in the right place. We've just done a few updates and added many more resources to support you in your work with English as an Additional Language (EAL) students and their families.

If you are looking for a particular item from the old version of the website, you can find them under the "[Archived Pages](#)" tab.

### What brings you to the EAL Toolkit?

#### Are you...

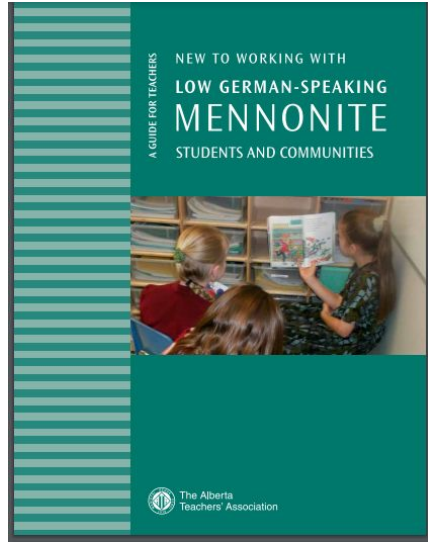
- wondering where to start with programming for your [Beginning Proficiency EAL students](#)?
  - You can start by looking at the [Planning for Language Development](#), [Using Visuals](#) and [Vocabulary](#) pages.



**Teaching Somali Immigrant Children:  
Resources for Student Success**

Mulki Abi, Kater Franklin, Kerry Harvey, Gulab Hussein,  
Sarah Jane Lee, Jill Moore, and Berni Vlach, Authors

Pamela Young and Earl Choldin, Editors



**Working with South Sudanese Immigrant Students – Teacher Resources**

Abdul Ken, Elaine Lou, Mary Anne MacDonald, Ashong Riah, Lynn Smarsh, Authors

Pamela Young and Earl Choldin, Editors

